

Name: _____

Class Period: _____

7th Grade Ohio Achievement Test Preparation Packet

DIRECTIONS. Complete the four assigned sections listed below. To earn credit for its proper completion, you must also do the following:

- Complete each section honestly and independently of anyone's help**—problem-solve on your own as best as you can. Use context clues, make inferences and use the process of elimination to assist you whenever needed. Do not use the internet, a dictionary, or parental help to define words or find answers for/with you.
- **Next to each multiple choice question, you must list the paragraph number and/or cite the part of the passage where support for your answer can be found AND/OR thoughtfully explain why you chose the answer you chose.** "I don't know" is not an answer. If you cannot explain why you chose the answer you chose—then explain why you didn't choose the other options. *This is the part that will take time—so plan accordingly; don't rush it.*
- Proofread all written responses** for grammar, spelling and punctuation. Double-check to make sure you've identified what the question is asking before you attempt to respond. Then, when you're done, make sure you've clearly and directly answered all the parts of the question—and used textual support as back-up.
- Put in your BEST effort.** Anything less than your best is wasteful. ☹
- Work in a quiet setting, free from distractions and interruptions.** Turn the TV, radio and cell phones off—create a setting for yourself that is similar to what it will be like for the "real" OAA's.
- You do not have to complete all four sections all at one time—but **avoid stopping and starting until you've at least finished a complete section** unless you're prepared to reread it all over again.
- Have all four sections completed---along with the log below---by Tuesday, April 9th**

Section	Passage Amount	Question Amount	Extended Response Questions	Date section was completed	Approximate amount of time spent (minutes/ hours)	Parent/ Guardian initial as witness
1. Context Clues	1	5	0			
2. Author's Purpose	1	8	1			
3. Comparing Information Texts	2	7	1			
4. Literary Elements	1	9	1			
5. Poetic Elements	2 poems	7	1			
Totals:	7	36	4	N/A		

Mrs. Tolin

Achievement Practice

United Through Language

by Gail Soerens

- 1 "I glad for freedom til I fool."
- 2 "If unna kyant behave unna self, I'll tek yu straight home."
- 3 The sentences above look something like the standard English most people in the United States speak today. If you study them closely, you can probably decipher their meanings: "I was so glad to be free that I acted like a fool," and "If you can't behave yourself, I'll take you straight home." But notice that some of the words, grammar and pronunciations are different from the kind of English spoken in most of the country today. That's because these sentences aren't ordinary English. They are examples of Gullah, a mixture of English and West African languages.
- 4 People who were brought to North America as slaves came from many different African nations. At first, they could not communicate with each other because they spoke many different languages. In addition, they were forced into a situation where understanding some English became a matter of survival. Through the people's efforts to communicate, a new language was born. It mixed words from several languages of the African continent with English. This new language was called Gullah.
- 5 People who were slaves received no formal education. Learning to read and write was strictly forbidden and severely punished. Many educated people thought Gullah was simply "uneducated" English. They thought the parts of Gullah that didn't sound like English were mistakes made by people who had never gone to school.
- 6 It wasn't until the twentieth century that the African origins of Gullah were recognized and studied. Linguists now realize that Gullah is not "improper" English. It is a creole language—a new common language created when people who speak different languages closely interact over a long time.

- 7 Gullah was the most common language of African Americans in South Carolina, Georgia and neighboring areas during the years of slavery. It was passed down from generation to generation, but as time went by, Gullah became more and more like English. After the Civil War, many former slaves left the plantations to pursue new lives as free men and women. When they left, the use of Gullah began to decline. As former slaves became integrated into American society, it was more important for them to speak the language most people in the country knew—English.
- 8 Traces of Gullah still exist today. In fact, certain words we now consider part of everyday English, like *jazz* and *gumbo*, have African roots. In addition, tens of thousands of people in remote areas of South Carolina and Georgia speak a version of Gullah, although it is much closer to English than the Gullah spoken in the last century. Gullah continues to remind us of the significant role language plays in our lives, and of our ability to use it creatively when we need to.

Sample Context Clue Questions

Use the passage to answer questions 1 - 7.

1. "If you study them closely, you can probably **decipher** their meanings."

What does the word **decipher** mean?

- A. develop
- B. speak
- C. complicate
- D. figure out

2. "Learning to read and write was strictly **forbidden** and severely punished."

What does the word **forbidden** mean?

- A. asked for
- B. forgotten
- C. uncommon
- D. not allowed

3. "Linguists now realize that Gullah is not 'improper' English."

What are **linguists**?

- A. people who can speak Gullah
- B. people who study languages
- C. school teachers
- D. people whose ancestors came from Africa

4. When the author says in paragraph 6 that Gullah is a "creole language," she means that Gullah is a language

- A. spoken in the southern United States.
- B. spoken by slaves.
- C. that uses African words and grammar.
- D. created by people who speak different languages.

5. When the author says in paragraph 7 that "former slaves became integrated into American society," she means that the slaves became

- A. kept apart from society.
- B. studied by society.
- C. mixed in with society.
- D. highly educated.

6. "Gullah continues to remind us of the **significant** role language plays in our lives, and of our ability to use it creatively when we need to."

What does the word **significant** mean?

- A. minor
- B. difficult
- C. important
- D. imaginary

Additional Practice Question

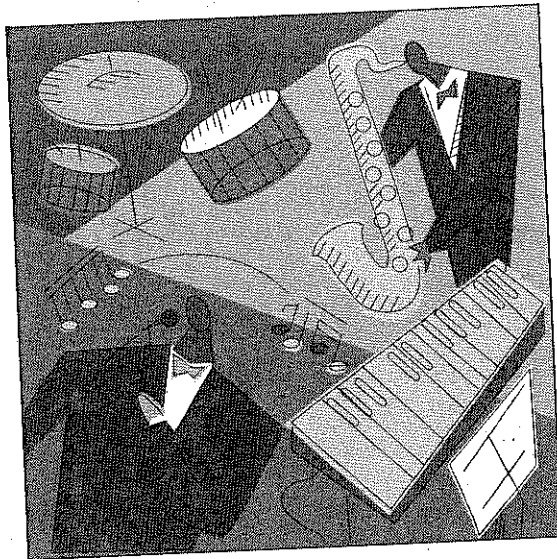
7. Which of these words has the same root as in the word **linguists**?

- A. duckling
- B. linger
- C. bilingual
- D. ventriloquist

Achievement Practice

Two Kinds of American Music

by Z. J. Rickham



- 1 When it comes to American music, two kinds ring my bell: blues and jazz. In many ways, they are similar, since both grew out of the African-American experience. But in other ways they are different, especially in their approaches. With blues, the emphasis is on conveying the musician's emotions while keeping the music simple. With jazz, the music can be extremely complex, and the focus is on bringing something new to the piece.
- 2 Blues deals mostly with emotions and personal experience. It is basic music that comes from the soul. A blues musician might sing about losing a loved one or having to work for a mean boss. Some say the blues deals only with sadness and despair, but playing and listening to the blues can also be an outlet that eases the pain of those feelings for both the artist and the audience.
- 3 The blues began in the South and moved north with the migration of African Americans searching for work and relief from rural poverty. Gradually, blues musicians began to incorporate the sounds of electric guitars and keyboards, but those instruments never changed the fundamental sound of the blues, because another important element of the blues is authenticity. A blues song

must always be true to its musical roots, and the emotions it expresses must be sincere. When a style of music becomes too different from the blues, it doesn't change the blues; it simply becomes its own musical form.

- 4 In that sense, blues is a kind of roots music. It had a big influence on early jazz, as well as gospel, country, rock and modern hip-hop. Yet, despite all the new forms of music that have developed from this common source, traditional blues music remains alive and popular. It seems that no matter how styles of modern music may change, people always go back to the blues.
- 5 Jazz shares its origins with the blues, but jazz is musically more complicated. Like blues, jazz uses African-American rhythms, but it combines them with the complex harmonies of European-American band traditions. This is one reason it is often called "America's classical music." What makes jazz truly unique, however, is its emphasis on improvisation: A jazz piece generally introduces a melody, or tune, and then individual performers "make up" variations on the melody, but ones that still go well with the chords and rhythms. For jazz musicians to be successful, they must be masters of their instruments, as opposed to blues performers, whose skills are less important than the authenticity of their performance.
- 6 Jazz became popular in the nightclubs and "speakeasies" of 1920s America, the decade often called "the Jazz Age." It has since moved to concert halls, where it is treated with the same respect as classical works. Unlike the blues, jazz has developed into a surprising number of different styles, all of which are considered jazz. Swing, bebop and fusion are just a few of the distinct styles that have emerged over the years as different influences and instruments have left their distinct imprint on the basic jazz sound.
- 7 Blues and jazz both began in America, but they are now played all over the world by people from almost every culture. I think that is because both forms have something to say to the world. One appeals to the truth of human experience, while the other shows us that music does not have to be limited by notes on a page. Both forms have their good points, but when I hear either kind played well, as I said, my bell starts ringing.

Sample Author's Purpose Questions

Use the passage to answer questions 1 - 9.

1. Which of these best describes the author's view toward blues and jazz?
 - A. strongly positive
 - B. mildly positive
 - C. strongly negative
 - D. neutral
2. The author most likely wrote this passage to
 - A. persuade the reader to listen to blues and jazz music.
 - B. inform the reader about the origins of blues and jazz.
 - C. teach the reader ways to learn more about blues and jazz.
 - D. entertain the reader with a story of musicians and music.
3. Which of these statements from the passage does not help support the author's claim that blues and jazz are important forms of American music?
 - A. "When it comes to American music, two kinds ring my bell: blues and jazz."
 - B. "(Blues) had a big influence on early jazz, as well as gospel, country, rock and modern hip-hop."
 - C. "Like blues, jazz uses African-American rhythms, but it combines them with the complex harmonies of European-American band traditions."
 - D. "Blues and jazz both began in America, but they are now played all over the world by people from almost every culture."

4. Which of these statements from the passage is a fact?
- A. "... blues can also be an outlet that eases the pain of those feelings for both the artist and the audience."
 - B. "The blues began in the South and moved north with the migration of African Americans searching for work."
 - C. "For jazz musicians to be successful, they must be masters of their instruments ..."
 - D. "Both forms have their good points ..."
5. Explain why the author may or may not have a bias. Use examples from the passage to support your explanation. (2 points)

Additional Practice Questions

6. According to the author, what caused blues music to spread beyond the South?

- A. the development of "speakeasies" in the 1920s
- B. the creation of swing, bebop and fusion
- C. African Americans moving north to find jobs
- D. the influence of jazz

7. "When it comes to American music, two kinds **ring my bell**: blues and jazz."

When the author says "**ring my bell**," he means that

- A. he really enjoys those kinds of music.
- B. those kinds of music remind him of his childhood.
- C. he's frustrated that he can't play a musical instrument himself.
- D. listening to blues and jazz can give him a headache.

8. What is the main idea of this passage?

- A. Both blues and jazz grew out of the African-American experience.
- B. Jazz places high importance on improvisation.
- C. Blues is a kind of roots music.
- D. Both blues and jazz have made important contributions to music the world over.

9. According to the author, in which way are blues and jazz different?

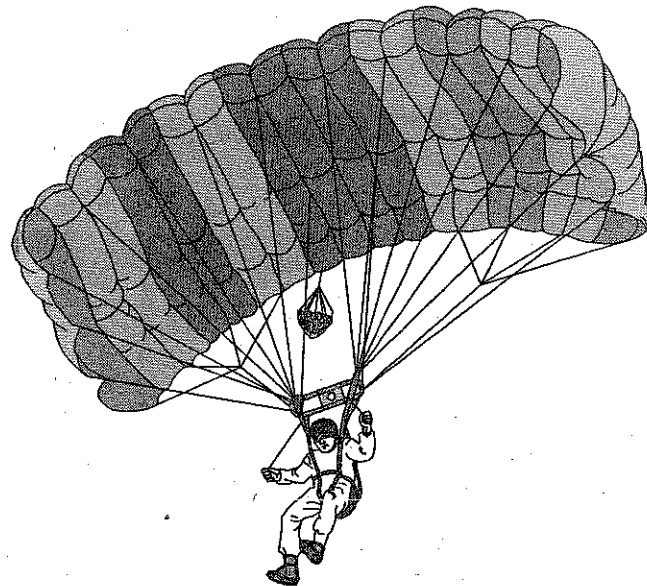
- A. their cultural roots
- B. their ability to influence other forms of music
- C. what they appeal to and have to say
- D. the instruments they use

Achievement Practice

Passage 1

The First-Timer

Jim Duncan, narrator



- 1 When my brother gave me skydiving lessons for my birthday, I thought it was the nicest thing anyone had ever done for me. But this afternoon, a few minutes before making my first solo jump, I thought maybe he was trying to kill me!
- 2 As the plane rumbled down the runway and struggled to get into the air, I wondered, "What kind of idiot jumps out of a perfectly good airplane?" Actually, I wasn't even sure the plane was perfectly good. It was a rickety old heap of metal that looked older than my grandpa. As we crawled higher, the engines actually groaned. The plane was a broken-down horse pulling an overloaded cart.

- 3 Wedged in the tiny cabin were three of us waiting to make our first jump. Our jump master, Maggie "Kamikaze"¹ Corrigan, was squeezed in with the rest of us. Corrigan is a tough, stony-faced drill-sergeant type. I figured if I didn't jump out of that plane myself, she'd probably drop-kick me right out the door.
- 4 The worst part of it was that the other two students looked calm, even cheerful. Was I the only nervous one? My hands were getting sweaty and my stomach was doing barrel rolls inside of me.
- 5 How could this have happened to me? During the six-hour training session that day, I had been so tough and raring to go. I was sure I was a born skydiver, and I let everyone know it. I hadn't wanted to start out on the static line,² I had wanted to free fall.³ But, of course, I had to follow the FAA⁴ rules like everyone else. And it was a good thing, too, I decided, waiting for the panic to subside. I had been so confident, so sure I would be the best first-timer who ever jumped from an airplane. Now here I was, so scared I was afraid my lunch would hit the ground before I did!
- 6 Time seemed to freeze as the plane circled its way up into the sky. I sat with my eyes closed, every muscle tensed, hoping no one would see me shaking. Maybe the plane would never stop going up and we'd never have to jump. Maybe a sudden storm would kick up and the plane would have to land. Maybe . . .
- 7 "We're over the drop zone, people!" Kamikaze Corrigan's voice sent shivers down my spine, as if she had scraped her fingernails on a chalkboard. "Let's see, who should go first?"
- 8 I kept my eyes closed and prayed, Not me! Not me! Anyone but me, please!

¹ **kamikaze:** someone who acts without regard for his or her own physical safety

² **static line:** a device that automatically pulls open a parachute shortly after a jumper leaves the airplane

³ **free fall:** jumping without a static line; pulling open one's own parachute

⁴ **FAA:** the Federal Aviation Administration, the government agency that regulates flight

- 9 "Duncan, how about you?" she said, as she pushed up the hinged door of the plane. Frigid wind smacked me in the face. Oh, no—that was my name—she was calling me! Corrigan must've sensed I was about ready to back out. She knew how scared I was. She just wanted to humiliate the hotshot first-timer in front of everyone. Well, I couldn't say that I didn't deserve it.
- 10 I felt myself begin to move, crawling toward the open door like a child approaching a huge snake—with a stomach-churning mixture of terror and excitement. Everything below me was miniaturized, as though a mad scientist's shrink ray had reduced the world to doll size.
- 11 I stopped at the open door. I couldn't do this. No way! As I turned my head to plead with Kamikaze, I saw everyone looking at me—all the people who had seen me acting like a big-shot, professional skydiver. I wouldn't be able to face them if I didn't jump. Worse, I wouldn't be able to face myself.
- 12 I pulled my goggles down over my eyes and took a deep breath. With superhuman effort, I willed my body to reach into the raging wind and grab the strut.⁵ It was all I would have to hang onto. My legs were heavy tree trunks as I dragged them one at a time through the wall of air to the small step outside the plane. Slowly, I forced my way farther out toward the tip of the wing, moving first my right hand, then my left, and holding onto the strut for dear life. Eighty-mile-per-hour winds shot my feet up behind me. My body sailed like a flag in a gale. I hung by my gloved hands for dear life.
- 13 I closed my eyes and released my grip, praying that the static line would open my chute as Corrigan had promised. As the wind and gravity played tug-of-war with my body, I promised myself—I would never, never do this again!
- 14 What could I do? There really was no turning back now. If I even dared to try—knowing I'd risk losing face forever as the hotshot who got cold feet—I wouldn't be able to climb back into the plane. The wind would tear me off and fling me savagely who-knows-where. So I arched my back like Corrigan had taught us and looked toward the jump master. Thumbs up. Oh, no! It was time to let go.

⁵ **strut:** a metal bar that extends from the hollow body of the plane to support the wing

Passage 2

The Jump Master

Maggie Corrigan, narrator

- 1 At 1600 hours,¹ we boarded the Cessna 182, a single-engine, propeller-driven plane perfect for skydiving. This plane is a bit older than some, but our mechanics keep it in top condition. A more reliable workhorse would be hard to find. After a ten-minute ascent, we reached the designated altitude of 4,000 feet to begin the jump.
- 2 It's always exciting to take new students on their first jump. The three individuals on board had all caught on quickly during that day's training session. I'm sure they sensed my enthusiasm; they looked as excited as I was.
- 3 I attached the static lines, making sure everyone was properly connected. At 1625 hours,² I opened the gull-wing door, and we prepared to jump.
- 4 I suggested that Jim Duncan make the first jump. He had been the most eager student and seemed the most anxious to go. Unlike his fellow students, he had his eyes closed in meditation, rehearsing every detail of the jump beforehand. That's a sure sign of a pro. Yes, Jim would set a good example for the rest.
- 5 As Duncan prepared to jump, the others studied his technique, evidently hoping to get a few last-second pointers from this exceptional student. At 1627 hours,³ Duncan departed the aircraft. He grabbed the strut and crawled through the door, just as he'd rehearsed. Looking like the professional he would someday become, he arched his back in the ready position, then looked over at me for my signal. When he saw my thumbs-up sign, Duncan released his grip. As he began his descent, he let out a great victory scream. I knew he was a born skydiver.

¹ 1600 hours: the military term for 4:00 P.M.

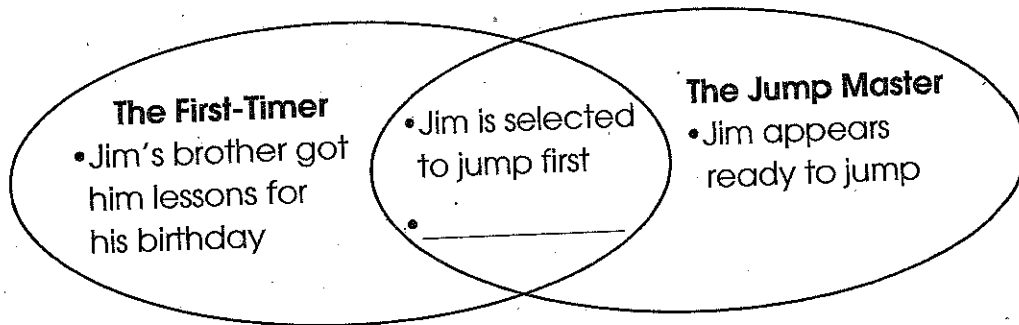
² 1625 hours: 4:25 P.M.

³ 1627 hours: 4:27 P.M.

Sample Comparing Text Questions

Use the passages to answer questions 1 - 8.

1. Read the following diagram, which shows information from both passages.



Which of these details best completes the diagram?

- A. Jim arches his back in the ready position.
 - B. Jim closes his eyes, calmly preparing for the jump.
 - C. Jim is nervous about jumping from the plane.
 - D. The plane appears to be in poor condition.
 2. How does the treatment of "The First-Timer" compare with that of "The Jump Master"?
- A. Both are very negative.
 - B. "The First-Timer" is positive; "The Jump Master" is negative.
 - C. Both are very positive.
 - D. "The First-Timer" is negative; "The Jump Master" is positive.

3. How is Jim's description of the airplane different from Maggie's description? Support your answer with evidence from the passages. (2 points)

4. What does "The Jump Master" reveal about the events in "The First-Timer"?

- A. It illustrates how poorly prepared Jim was for the jump.
- B. It shows that Maggie wanted to embarrass Jim by making him go first.
- C. It describes the complex safety measures Maggie had taken.
- D. It shows that no one else could tell that Jim was scared about jumping.

5. How does the scope of "The First-Timer" compare with that of "The Jump Master"?

- A. "The First-Timer" focuses on one event; "The Jump Master" discusses skydiving in general.
- B. "The First-Timer" describes Jim's experience in depth; "The Jump Master" is a factual account about it.
- C. "The First-Timer" describes Jim's feelings; "The Jump Master" describes the feelings of the other students.
- D. "The First-Timer" tells about solo skydiving techniques; "The Jump Master" shows many kinds of techniques.

Additional Practice Questions

6. What points of view are used in "The First-Timer" and "The Jump Master"?

- A. first person in both stories
- B. third person in both stories
- C. first person in "The First-Timer" and third person in "The Jump Master"
- D. third person in "The First-Timer" and first person in "The Jump Master"

7. "The plane was a broken-down horse pulling an overloaded cart."

What does Jim mean by this sentence?

- A. The passengers weighed too much for the little plane.
- B. The plane was unable to lift itself off of the ground.
- C. The equipment on the plane was broken and dangerous.
- D. The plane looked and sounded like it was old and worn out.

8. Which word is the closest in meaning to **ascent** as it is used in the first paragraph of "The Jump Master"?

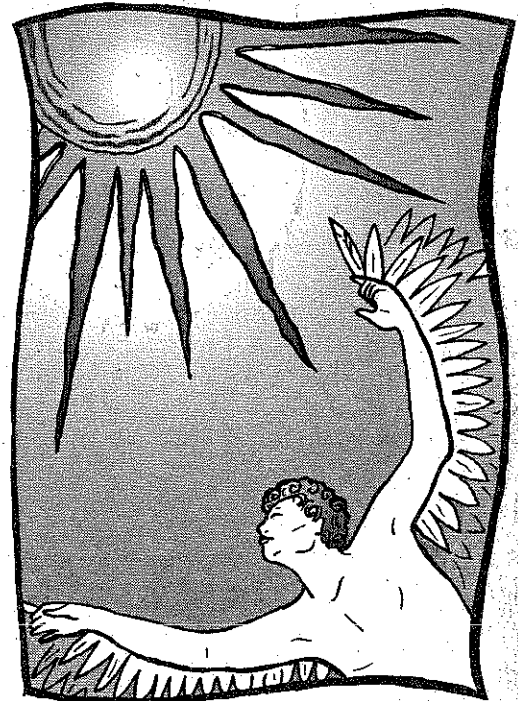
- A. wait
- B. glide
- C. jump
- D. climb

Achievement Practice

Daedalus and Icarus

adapted from Book 8 of Ovid's *Metamorphoses*¹

- 1 Once there was a famous inventor named Daedalus, who was imprisoned with his young son, Icarus, on the island of Crete.² The ruler of Crete, King Minos, had become angry with Daedalus. As punishment, he would not allow Daedalus and his son to return to their home in Greece. The king had his soldiers guard the land and sea.
- 2 But Daedalus was determined to escape, and he devised a daring plan. He told his son, Icarus, to gather feathers from the shore where huge seagulls flew overhead. He then melted wax and carefully put the feathers together to form a large pair of wings. When Icarus saw his father try on the wings and lift up into the air, he begged to have his own pair. Daedalus realized that, despite the danger, his son should go with him. So, he made another pair of wings, smaller than his own, but just as strong.



¹ **metamorphoses:** (noun, plural) changes from one physical form into another, especially by supernatural means

² **Crete:** a large island off the coast of Greece

- 3 Before Daedalus put the wings on his son, he warned him: "Be careful, my son. You must not fly too low or water will drag the wings down, and you must not fly too high or the sun will melt the wax and destroy the wings. You must fly a middle course. Above all, follow my lead and do not try any daring flying tricks." After warning him again several times, Daedalus attached the wings to his son's shoulders and arms. Daedalus's face was wet with tears and his hands were trembling, for he feared for Icarus's fate in this adventure. He kissed his son, and they both rose up, gently at first, and then faster and higher through the soft, white clouds. Daedalus kept looking back to make sure his son was flying safely. From the ground, several shepherds and a plowman looked up in amazement to see the boy and his father flying. "They must be gods!" they shouted.
- 4 As they flew out over the islands of Samos and Paros, Icarus was filled with wonder and excitement. He beat his wings faster and began to soar higher and higher, ever closer to the sun. But as the sun's heat grew more intense, the wax began to melt. First, the small feathers loosened and fell, and finally the large feathers dropped off. As Icarus began to fall, he cried out, "Father!" And Daedalus called to him, "Icarus, where are you? Tell me where you are!"
- 5 But before his father could save him, Icarus had fallen to the sea. Seeing the broken wings adrift on the water, Daedalus flew down and carried his son's body to land, where he buried him. He named the place Icaria, in memory of the boy who dared to fly too close to the sun.

Sample Elements of Literature Questions

Use the passage to answer questions 1 – 10.

1. How does Icarus feel about flying?
 - A. sad
 - B. amused
 - C. excited
 - D. angry
2. Which best describes Daedalus?
 - A. uncaring
 - B. cowardly
 - C. brooding
 - D. determined
3. Where does the climax, or the turning point, of this passage take place?
 - A. in the sky over the sea
 - B. on the island of Icaria
 - C. on the island of Crete
 - D. on the islands of Samos and Paros
4. What is the main problem at the end of the passage?
 - A. Icarus enjoys flying with wings.
 - B. Icarus ignores his father's warning.
 - C. The shepherds and plowman think Daedalus and Icarus are gods.
 - D. Daedalus fears that King Minos will see them.

5. Which of the following moments from the passage is part of the resolution?

- A. Daedalus sees the broken wings on the water.
- B. The sun's heat melts the wax on Icarus's wings.
- C. Daedalus calls, "Icarus, where are you?"
- D. Icarus flies faster and higher.

6. How does the setting of this passage influence the characters' decisions?

- A. The weather makes them feel like it's a good day to fly.
- B. The sun's heat makes them try to fly higher in the sky.
- C. Their imprisonment on Crete makes them miss their homeland.
- D. The sea makes them eager to cool off in the water.

7. "After warning him several times, Daedalus attached the wings to his son's shoulders and arms. Daedalus's face was wet with tears and his hands were trembling, for he feared for Icarus's fate in this adventure." What mood does the author create in these sentences? (2 points)

Additional Practice Questions

8. With which of these statements would the author probably agree?
- A. It's better to have moderation in all things.
 - B. Freedom is not worth taking chances.
 - C. Never be afraid to take risks.
 - D. Wax works better than glue for attaching things.
9. What universal experience does the story address?
- A. a fall into the sea
 - B. the desire for freedom
 - C. the dangers of flying
 - D. the rulership of angry kings
10. What is the best summary of this passage?
- A. Daedalus fears that his son will be killed.
 - B. Icarus falls from the sky into the sea.
 - C. Two people are imprisoned on the island of Crete.
 - D. Two prisoners escape using wings, but one dies.

Achievement Practice

The Ballad of Captain Super

by John Ham

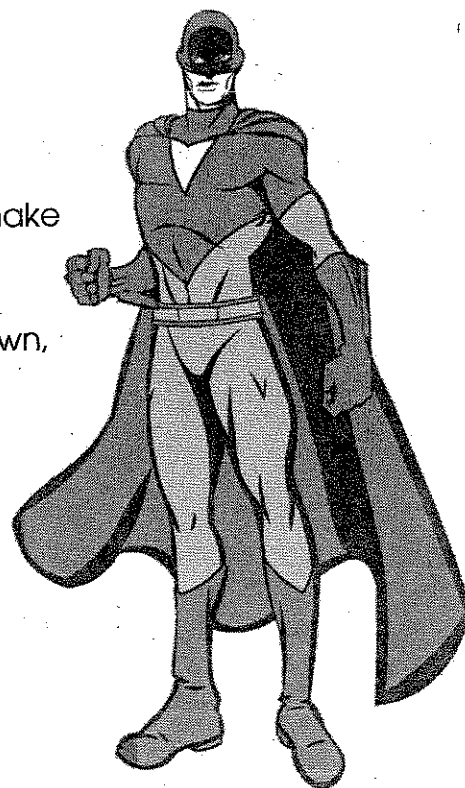
Big as life, the Captain graced
the highest roof in town.
An eagle in his mountain perch,
he scanned the world around.

5 A vocal chorus reached his ear—
a crisis had been born!
Cap summoned all his steely strength,
recalling what he'd sworn:

10 Protect the decent, right the wrongs,
and always, just in time,
rescue frightened children from
practitioners of crime.

15 Now spotting with his mighty eyes
the source of this distress,
he knew what move he had to make
as masters do in chess.

20 The Captain hurtled forth and down,
an angel from on high,
and landed softly as a brick—
the Captain couldn't fly.



Sample Poetry Element Questions

Use the poem to answer questions 1 – 8.

1. **"An eagle in his mountain perch,**
he scanned the world around."

When the speaker says, **"An eagle in his mountain perch,"** he means that Captain Super

- A. has feathered wings and keen eyesight.
- B. lives in a nest on a mountain.
- C. is really an eagle, not a human being.
- D. is looking down from a great height.

2. The phrase "A vocal chorus" most likely represents

- A. Captain Super's imagination.
- B. people's cries for help.
- C. a song playing on a radio.
- D. a singing group.

3. What does the poet mean when he says that "he knew what move he had to make / as masters do in chess"?

- A. Captain Super is a master chess player.
- B. Captain Super is certain of what to do.
- C. Captain Super thinks of life as a game.
- D. Captain Super hates making decisions.

4. "The Captain hurtled forth and down,
an angel from on high,
and **landed softly as a brick**—
the Captain couldn't fly."

The phrase "**landed softly as a brick**" most likely means that

- A. Captain Super landed very softly.
B. bricks land softly when they are thrown.
C. Captain Super landed softly while a brick did something else.
D. bricks do not land softly, and neither did Captain Super.
5. How does the last stanza affect the meaning of the poem? (2 points)

Additional Practice Questions

6. Which statement best states the theme of this passage?
- A. Even the strongest and bravest can make mistakes.
 - B. Average, everyday people can make the world a better place.
 - C. Real greatness comes only from humble circumstances.
 - D. People who are not good at an activity should never try to do it.
7. "Protect the decent, right the wrongs
and always, just in time
rescue frightened children from
practitioners of crime."

What is the root of the word
practitioners?
- A. practicing
 - B. practition
 - C. practical
 - D. practice
8. The next time he hears someone call for help, Captain Super will most likely
- A. ignore the cry.
 - B. fly through the air.
 - C. run on the ground.
 - D. jump off a building.